

CAREER DEVELOPMENT ACTIVITY #18



Title: Balancing Life Roles

Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0101: Acquire self-knowledge related to education and occupation exploration.

Objective .0104: Identify and utilize the decision making/problem solving process.

Standard 8001.02: The student will explore applied technology education and related occupations.

Objective .0205: Apply economic concepts to personal and workplace experiences.



Objective .0207: Develop an awareness of the basic skills related to family and consumer sciences. (self, family, nutrition and food, clothing and textiles, and child development)


Standard 8001.03: The student will utilize occupational information in the career planning process.

Objective .0303 Develop basic employment and job skills.

Time: 45-50 minutes

Materials:

- % 2" X 4" X 10' Board (Check with Tech Ed. Teacher before buying one.)
- % Basketball (Check with P.E. Dept.)
- % One library book or paperback novel
- % A plastic or toy phone
- % A cow bell or ringer from a board game
- % A stopwatch or a watch with a second hand
- % Treat or prize for those students able to do the task within the time limit
- % Overheads
 - Balancing Your World (CD 18.5)
 - Planning Tools to Handle Your Time (CD 18.7)
- % Student Record Books  -
 - "What Makes Up Your World" RB 15 (Teacher Copy CD 18.6)
- % Home Link  Activity
 - "My Plan To Keep Things Straight" RB 45 (Teacher Copy CD 18.8)

Rationale: Busy students soon realize the value of time. They often express thoughts such as, "I have so much to do and so very little time to do it all," or "Where did all my time go?" Through participation in an anticipatory experiment, an inventory sheet, and Home Link  Activity, students will understand how time, focused goals, and planning

tools help them accomplish more, develop successful career traits, and enjoy more often those things that matter the most to them

What? In what activity will the student participate?

- (1) **[10 minutes]** Have the 10-foot-long 2 X 4 board lying on the floor at the front of the classroom as the students come into class. Ask for two volunteers. Tell the class that the two volunteers are going to see how fast they can walk across the 2 X 4 without falling off. Their goal is to ring the bell on the other end of the board before 30 seconds have elapsed. Tell them you have a prize for the students who can accomplish the feat. Have the first student get in position to start and have a stopwatch or a timepiece with a second hand available to keep track of the time. Just before you say go, give the student a basketball to bounce as he/she crosses the board. Again, just before you say go, hand the student the novel to read using the hand not bouncing the basketball.

Finally, give the student the plastic phone, tucking it under his/her chin. With all of the props in place, say go and time the student as she/he crosses the board. The first student will probably try to do all activities while trying to balance on the board on the way to the bell. A highly organized thinker might, however, think of a plan to cross the board doing one activity at a time and still try to do it within 30 seconds. If the first student doesn't figure out this strategy, give the second person a shot at getting across within 30 seconds.

Ask for another volunteer if the second student is unable to get across within the time limit. By the third student, you could probably start giving the students some prompts such as: "Can anyone figure out how to accomplish this task?" or "Could anyone think of another way to do this?" Hopefully, after a few tries, someone will have figured out that you never mentioned that all three activities had to be done at the same time. With a little planning a student could bounce the ball across starting at one end, then pick up the book at the other end going back across reading the book, and then pick up the phone and carry it across to where the bell is – all within 30 seconds. After a student does accomplish this feat, start a brief class discussion using the following questions:

- ~ What happens when there's not enough time to do everything?
- ~ Can anyone give examples of when he/she has tried to do more than one thing at a time? What was the outcome?
- ~ What strategy helped the student do everything and still ring the bell within 30 seconds?

- (2) **[5 minutes]** Now show the Balancing Your World overhead (CD 19.5) to the students and have them give their responses to the questions. Try to get as many student responses as possible. You may want to list them on



the board. As the students are responding, try to bring out the following analogies to the stick, the wire, and the world's movement:

~ **The Stick (or magic wand):** The plan you use to help keep things **straight** in your life. Gives **balance** to your life and lets you **hold on** to those activities you feel are most important to you.

~ **The Wire:** **Time** and the how you use it. Time is what moves you forward through life. It allows you to progress as long as you move along its path. If you choose to stand still, it stretches out before you and goes on without you.

~ **World Moving Toward Other Side of Wire: Goals.** When you keep your eyes focused on the other end of the wire, you are better able to maintain your balance across the wire, and all of your activities or movement lead you toward reaching this goal or destination.

So What? What will the student learn as a result of participation in this activity?

- (1) **[10 minutes]** Tell the students that their **world** is what they do as they move along the wire or as they pass through time. Tell the students that they are now going to have a chance to list the activities that they balance in their own lives. Have them turn to “What Makes Up Your World” activity sheet, RB 15 in their **Record Book**  (Teacher copy 18.6). Review the instructions with them and then allow them to complete as much as they can within the time frame of this activity. It probably would be helpful for you or a student to give an example in each area to help the students understand what they need to do. Also indicate to them that this information will be reviewed during their **SEOP**  conference.
- (2) **[8 minutes]** Show the students the Planning Tools to Handle Your Time overhead (CD 19.7). Before exploring the different ways to plan and manage time, ask them what things or ideas they use to keep things **straight** in their lives. Then mention the different plans outlined on the overhead (time line, task list, calendar, and day planner). Before going on to the next activity, take a few minutes and link this new information to occupations and career planning.

First ask, “**Who can remember the amount of vacation time their occupation had listed on *The Real Game’s* Occupational Profile they were assigned?**” (Ask several students in order to show that vacation times vary from career to career. Tell the students that time not spent at work or school is usually referred to as **leisure time**. People who organize their work usually have more time for leisure activities.)


Next ask, “**Do you know of anyone who gets paid to do a job that seems like a leisure time activity to you?**” (Have them mention a few. Then have them refer to their own just completed

activities lists. Ask them to choose their favorite activity listed from any of the areas.)

Finally ask, **“Would you like to get paid to do this as your occupation? Could you invent a career that lets you participate in this activity? Can you think of an already existing career where you would be paid for doing this?”**

(Mention this final point by explaining to the class that the time-planning skills they will be practicing in their Home Link Activity are skills that are highly valued by employers. Listing on their skills outline or resume that they know how to **manage time well** would be a strong point in their bid to be hired.)

Now What? What can the student do with this new information with regard to career development?

- (1) **[12 minutes]** Have students turn to the **Home Link** Activity , My Plan to Keep Things *Straight* RB 45 (Teacher Copy CD 19.8). As an example of a planning tool, refer to your school’s student planner (if your school has one for students). It is preferable to have the students use their school planners to complete this assignment. However, whatever format you think appropriate for your students to use is fine. **The basic objective of the lesson is for students to see that using a strategy to organize their lives will reap many benefits for them.** Ask the students: Did you have a strategy to organize your life at the first of the school year? Did you stick to your strategy? What were the results? Did your grades go up? Did you get the grades you wanted? What might you do differently next year?

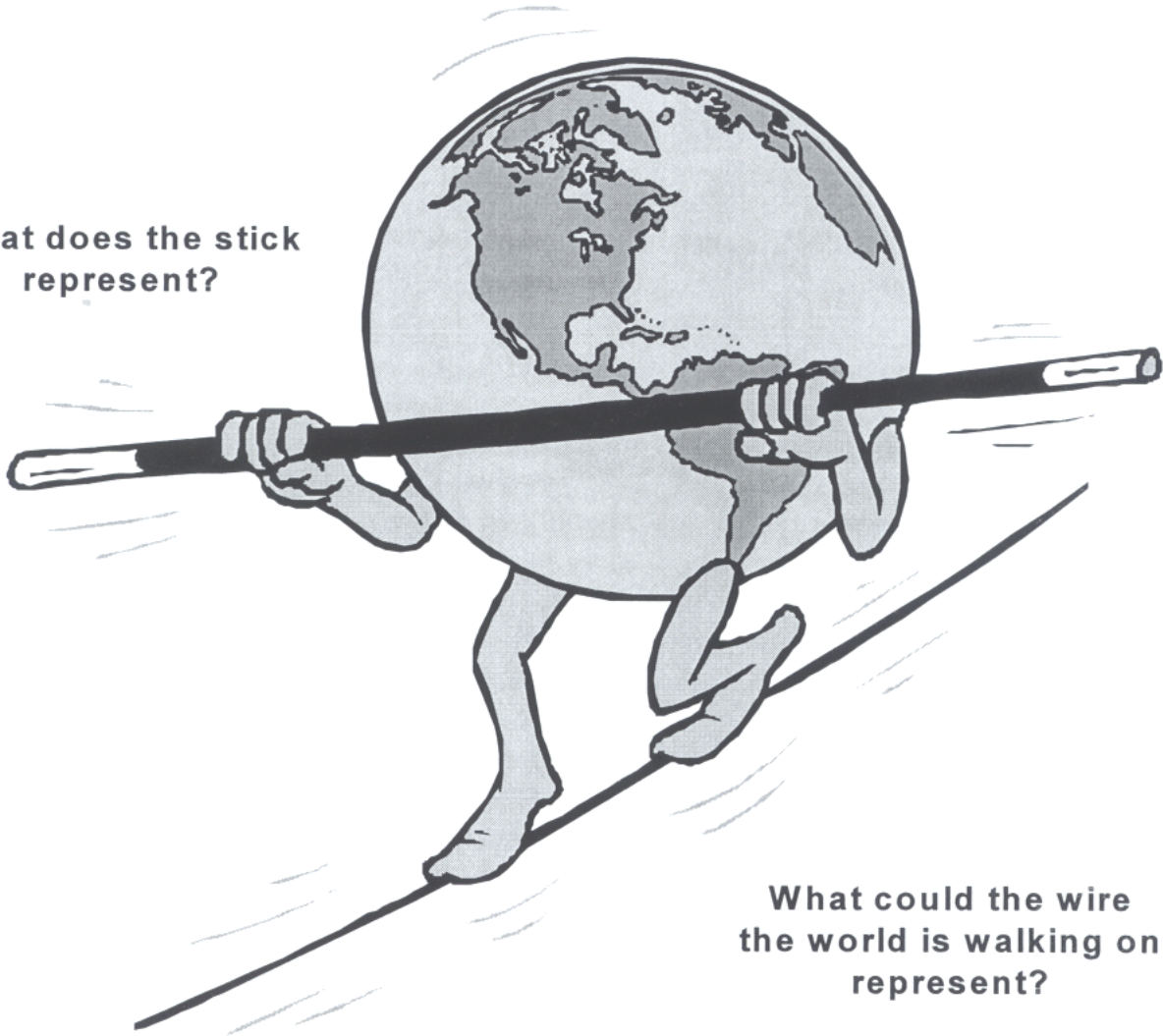
This is a great time to have students recommit to being more effective with planning tools. So encourage them to use a method that will show them how to better organize their lives. Review the instructions for completing the activity with the students. Remind them that it is due within three days and should be turned in to their current TLC teacher. Again, remind the students that the skills they are practicing by completing this activity (managing time) are great tools in:

- ~ Balancing special activities which they want to include often in their lives.
- ~ Reaching their goals, which might include getting good grades, becoming an Eagle Scout, or learning to play a musical instrument.
- ~ Developing employability traits which will help get them the jobs they want now and the occupations they desire in the future.

BALANCING YOUR WORLD

What do you think balancing your
world or living a balanced life
means?

What does the stick
represent?



What could the wire
the world is walking on
represent?

What is this world moving toward?

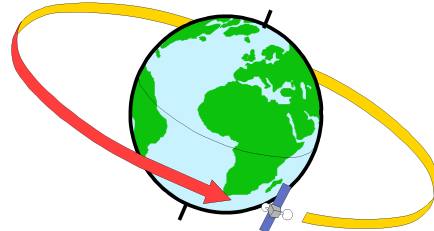
Instructions: List your activities for each category.

SCHOOL

ENTERTAINMENT

SCHOOL

FAMILY TIME



VOLUNTEERING / GIVING SERVICE

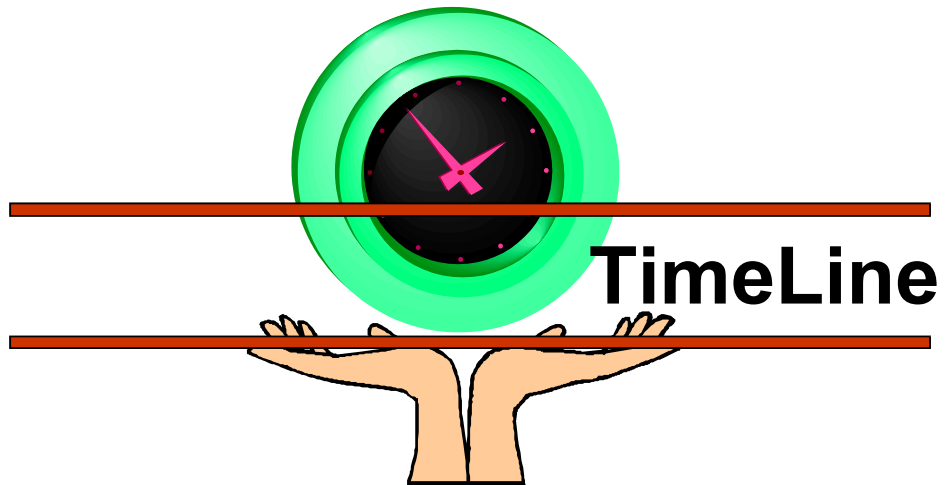
BALANCING LIFE ROLES

HOBBIES

QUIET TIME

SOCIALIZING

PLANNING TOOLS TO HANDLE YOUR TIME



CALENDAR

DAY PLANNER



Name _____

Class Period _____

“MY PLAN TO KEEP THINGS STRAIGHT”



Home Link Activity for “Balancing Life Roles”

Instructions: You are to choose one planning tool (Task List, Time Line, Calendar, Planner, etc.) and show how you organized 5 days of your life including activities, appointments, school assignments, work, family time, etc. Using your school planner would work for this assignment, if it is available. Attach a copy of the form you used to outline and organize your time to this sheet. If you need some help getting started, ask one of your parents to review or help you. This 5-day activity should be turned in to your TLC teacher one week from today.

